20 July 2022

Dear Parent/Carer

Get Ahead, Stay Ahead

As we approach the summer holiday, I wanted to take this opportunity to wish you and your family a restful break and also inform you about our 'Get Ahead, Stay Ahead' tasks.

Core subject areas have set a number of tasks for your child to complete that aim to activate and consolidate learning in preparation for September. On completion of these tasks, students will be awarded a Golden Ticket as per the subject information, which can be found on the subsequent pages of this letter.

NAME:

FORM:

CONGRATULATIONS, YOU HAVE WON A

GOLDEN TICKET

GREETINGS TO YOU THE LUCKY WINNER OF THIS GOLDEN TICKET. PLACE THIS TICKET IN YOUR YEAR BOX AT RECEPTION TO GAIN ENTRY INTO THE MRC GOLDEN TICKET COMPETITION. THE MORE TICKETS YOU EARN, THE HIGHER YOUR CHANCE OF WINNING.

In your wildest dreams, you cannot imagine how valuable your education is to your future...

MR. EDWARDS

In September, all Golden Tickets will be placed into year group draws and students will have the opportunity to win either £10 Amazon vouchers in Year assemblies or £20 Amazon vouchers in Whole College assembly. Students will be able to collect multiple Golden Tickets and make multiple entries into the competition, therefore increasing their chances of winning.

Families and students may wish to take the little and often approach to this work, as they recharge their batteries and spend time away from Midhurst Rother College. However, others may choose to take an approach that fits with their family plans.

Once again, I would like to wish you a restful break and look forward to working with your son/daughter in September.

Yours sincerely

Ms Lucy Owoh
Vice Principal

@MRC_1st
@MRCSixthForm

Principal: Stuart Edwards

Midhurst Rother College
North Street
Midhurst
West Sussex GU29 9DT
t 01730 812451
f 01730 813524
e enquiries@mrc-academy.org
www.mrc-academy.org

'Get ahead, stay ahead' tasks

ENGLISH

Task(s)		Golden Tickets available
1	Language paper tasks have been set on Arbor. Download the workbook, save on your computer at home and work from this.	**2**

MATHS

Task(s)		Golden Tickets available
1	Students need to log on to Sparx and complete independent learning tasks, a list of suggested topics in preparation for next academic year is on Arbor. Students should use the video clips to help them master each component. The top 20 students in the year group, measured by XP points, for progress over summer, will be rewarded in addition to the Golden Tickets available.	**Maximum of 3**

SCIENCE

Task(s)		Golden Tickets available
1	**Biology:** Produce a wall display to put up in your classroom in September. You might make a poster or do this using PowerPoint or similar. Your display should use images, keywords and simple explanations to: • *define gene, chromosome, DNA and describe the structure and function of DNA* • *explain how DNA is copied in the body* • *outline some of the problems that occur with DNA replication and what the consequences of this might be.* *Worth 1-2 Golden Tickets.* **Chemistry:** Make a 1-page summary on your research on 'The chemistry of fireworks' • *What are the component parts of fireworks?* • *What chemical compounds cause fireworks to explode?* • *What chemical compounds (ions) are responsible for the colour of fireworks?* *Worth 1 Golden Ticket.* **Physics:** Research and prepare a display (could be a poster or similar) on the following: • what our **carbon footprint** is • the range of activities which contribute to carbon dioxide • greenhouse gases in the atmosphere and how scientists are developing alternatives to some of the carbon intensive industries (not just energy, but transport, food, and clothing). Use a range of sources, such a news articles, scientific websites, *New Scientist* etc to find out how, over the next 5 years, we will be able to massively reduce our **carbon footprint**. *Worth 1-3 Golden Tickets, depending on quality and originality.*	**3**

RP

Task(s)		Golden Tickets available
1	Complete the workbook set on Arbor	**1**

BUSINESS STUDIES & VOCATIONAL KS4 BUSINESS

Task(s)		Golden Tickets available
1	**GCSE** ▪ Log into your Seneca account and spend 2 x 20 mins a week working through the revision topics for AQA Business GCSE https://www.senecalearning.com/ ▪ Make yourselves an 'exam question ready' sheet that breaks down the structure and explains what you need to do for 2, 3, 4, 6 and 9 questions (with examples). **Or:** **BTEC** Ensure component 1 assignments are completed to an excellent standard.	**2** **1**

GEOGRAPHY

Task(s)		Golden Tickets available
1	1. Read and study the Knowledge Organizers on Arbor. Make revisions cards/ mind maps 2. Read, study and annotate the pre-release material on Arbor 3. Pre-release exam materials have also been added to Arbor	**1**

HISTORY

Task(s)		Golden Tickets available

1	Medicine through time preparation:
	1. Read the knowledge organiser on Arbor for the years 1250-1700.
	2. Create a mind map for the period 1250-1500 to include:
	   • ideas about the causes of illness
	   • prevention methods
	   • treatment methods
	   • the names of two important individuals.
	3. Answer the 12 mark Q placed on Arbor: explain why there was limited progress in medical knowledge in the years 1250-1500 12 marks
	You should aim to write three PEEL paragraphs.
		2

FRENCH

Task(s)		Golden Tickets available
1	www.linguascope.com (mrcmfl/languages1) – Intermediate - Famille et amis - Les sorties - Les médias	1

GERMAN

Task(s)		Golden Tickets available
1	www.linguascope.com (mrcmfl/languages1) – Intermediate - die Schule - die Hobbies - die Medien	1

SPANISH

Task(s)		Golden Tickets available
1	www.linguascope.com (mrcmfl/languages1) – Intermediate - En el hotel - De viaje - El tiempo	1

SPANISH

Task(s)		Golden Tickets available
1	Foundation Students: Please complete the "vocabulary Learn" activities set for you on ActiveLearn. Students should complete 3x20 minutes each week	1

COMPUTER SCIENCE

Task(s)		Golden Tickets available
1	**Python Project:** In preparation for next year, it is important to spend some of the summer revisiting some of the skills you learnt in programming. I would like you to create a text-based game using Python. The game must be themed to the recent European Football Tournament or the upcoming Tokyo Olympics. The function of the game is up to you. I would like you to use *repl.it* in order to complete your coding project. Once complete, send me an email with the link to view your project and once reviewed, a Golden Ticket will be issued to you! If you are struggling with Python, do not worry as this will be retaught in year 10.	1

CREATIVE IMEDIA

Task(s)		Golden Tickets available
1	**Film Analysis:** Watch one film this summer and research how the film was made. Create a short presentation about the film which discusses the following points: • Story • Genre • Characters • Audience Use PowerPoint online to complete the task and email me the link to view your work, in return you will receive a Golden Ticket!	1

MUSIC

Task(s)		Golden Tickets available
1	Choose your solo piece for performance evening in December and start rehearsing. Guidelines as to difficulty level are already on Arbor. Focus on sound – chords, extended chords, time signatures and texture (look through lessons then complete tests)	1

DRAMA

Task(s)		Golden Tickets available
1	**Component 1 Preparation work** It is important that you are prepared for year 10 with regards to the first component in your GCSE. It is advised that over the summer you complete the following task: **TASK 1: Component 1 – Research** To prepare you for your devised piece we will be giving a Pantomime performance to visiting primary schools in December. You need to research and find out as much as you can about this genre in drama: • Where did Pantomime come from? • What are the specific drama skills and devices used in Pantomime? (i.e., phrases, conventions (role reversal) and language) • Talk about any pantomimes you have seen and what makes them so unique as a genre in drama. Include photos/images of pantomime you can refer to. **TASK 2: Component 3 – Research** You need to research the play you will be studying in Year 10 and 11 for your GCSE. The play is called 'DNA' by Dennis Kelly. Remember the work we did at the end of Year 9 around the play and use time in the summer holidays to research it and Dennis Kelly. Create a fact sheet on Dennis Kelly and include the following: • information on Dennis Kelly • information about the play DNA – to include: characters, plots, theme and issues in the play. • include any images and ideas based around the set, costumes and characters.	2

SOCIOLOGY

Task(s)		Golden Tickets available

1	**Year 10 to 11 Sociology Summer work**
	
	Part 1- Social Stratification
	Answer the following questions in detail from the topic 'Social stratification' (pgs 218-219):
	    1) What is social stratification?
	    2) Name 4 types of social stratification in history?
	    3) Pick one of these and explain in detail.
	    4) What is 'role allocation' according to Functionalists?
	    5) What are the differences between the 3 socio-economic classes? List these differences.
	    6) What is 'class conflict' according to Marx?
	    7) What is 'alienation' according to Marx?
	    8) Give 2 criticism against Marx.
	    9) What is 'status' according to the sociologist, Weber?
	    10) What is 'party' according to Weber?
	    11) What are 'life chances'?
	    12) What is the 'affluent worker'?
	    13) What is 'embourgeoisement'?
	    14) What is the difference between absolute and relative poverty?
	    15) What is the 'poverty line'?
	    16) What is a 'poverty trap'?
	    17) What is 'relative deprivation'?
	    18) What is globalisation?
	    19) What is the welfare state?
	    20) What are the 3 types of power according to Weber?
	    21) Pick one and explain in detail.
	    22) What is 'democracy'?
	    23) How is a dictatorship different to a democracy?
	    24) What is a 'power relationship'?
	
	Part 2- Crime and Deviance
	Create a minimum of 30 questions and qnswers on Crime and Deviance (pg.'s 172-217) using your textbooks. Create similar ones to mine above. Make sure you include the answers.
	
	Part 3- Research Methods
	Create a presentation on an allocated area of 'Research Methods' (pg.'s 38-79), send to my email.
	
	Research design (pg.'s 38-39)- Bella, David; Sampling (pg.'s 42-43)- Fran, Leo; Experiments (pg.'s 44-45)- Molly, Jack; Surveys (pg.'s 46-47)- Louis, Jonty; Questionnaires (pg.48-49)- Maisie, Rhiannon; Interviews (pg.'s 50-51)- Cody, Zara; Observation (pg.'s 52-53)- Berra, Annabel; Ethnography (pgs. 54-55)- Sophie, Annabel; Case studies (pg.'s 56-57)- Jessie, Ella; Longitudinal studies (pg.58-59)- Lucy, Lily; Primary sources (pg.'s 62-63)- Bertille; Secondary sources (pg.'s 64-65)- Meg, Sam; Practical issues (pg.'s 66-67)- Summer; Ethical issues (pg.'s 68-69)- Natasha
		2

	Hand in for the first lesson back, no late hand-ins please.	

PE & VOCATIONAL KS4 SPORT

Task(s)		Golden Tickets available
1	GCSE PE – www.theeverlearner.com please complete videos and tutorials 12-16, ensuring all are mastered.	**1**

PHOTOGRAPHY

Task(s)		Golden Tickets available
1	During the summer break I would like you to capture 10-20 images each week by focusing on a theme. The themes are listed below, and you can only use one theme each week and only use each of theme once. You may wish to mind map ideas for the themes before working on them. If you have a 'proper camera' then I urge you to use that; however, if you do not you can use the camera on your phone. These images will be used to start off a new project when we return in September. • Looking up • Low angles • Frames • Reflections • The Beginning and the End • Journeys	**1**

PSYCHOLOGY

Task(s)		Golden Tickets available
1	**Part 1- Perception (pg. 40-57)** **Answer the following questions in detail** 1) What's the difference between sensation and perception? 2) What is perception? 3) What is the 'Ponzo illusion'? 4) What is 'Rubin's vase'? 5) What is 'The Ames room'? 6) What are monocular and binocular depth cues 7) Name the 2 binocular depth cues and 4 Monocular depth cues. 8) How do visual illusions work? Refer to size constancy, misinterpreted depth cues, ambiguity and fiction). 9) What are 'optic flow patterns' according to Gibson? 10) What is 'motion parallex' according to Gibson? 11) Give and explain 2 evaluation points of Gibson's direct theory of perception 12) How is perception a construction according to Gregory?	**2**

13) Give and explain 2 evaluation points of Gregory's constructivist theory of perception.
14) What was the study carried out by Hudson on culture and perception? Outline the aims, procedure and conclusion.
15) Give and explain 2 evaluation points of Hudson's research.
16) Outline McGinnie's study- aims, procedure and conclusion.
17) Give and explain 2 evaluative points of McGinnie's research.
18) Outline Gilchrist and Nesberg's study- aims, procedure and conclusion.
19) Give and explain 2 evaluative points of Gilchrist and Nesberg's study.
20) Outline Bruner and Minturn's study.
21) Give and explain 2 evaluative points for Bruner and Minturn's study.

Part 2- Social Influence
Create a minimum of 30 Questions and Answers on the Social Influence chapter (pg.'s 132-151) using your textbooks. Create similar ones to mine above. Make sure you include the answers.

Part 3- Language, Thought and Communication
Create a presentation on an allocated area of 'language, thought and communication' (pg.'s 160-181), send to my email.

Piaget's theory (pg.'s 160-161)- Dan, Bella, Lucy T
The Sapir-Whorf Hypothesis (pg.'s 162-163)- Ella, Aiden, Ella W
Our view of the world (pg.'s 164-165)- Felix, Jasmine, Matilda
Von Frisch's bee study (pg.'s 166-167) -Joe, Amelie, Poppy
Human Versus Animal communication (pg.'s 168-169) -Tom, Sam,
Eye contact (pg.'s 170-171)- George, Mason
Body Language (pg.'s 172-173)- Harvey, Kyle
Personal space (pg.'s 174-175)- Lana, Chenai
Darwin's' evolutionary theory (pg.'s 176-177)- Lucy, Tilly
Non-verbal behaviour- innate or learned? (pg.s178-179)- Hal, Josh
Yuki's study of emoticons (pg.'s 180-181)- Ben, Rhiannon
Hand in for the first lesson back, no late hand-ins please.

TEXTILES

Task(s)		Golden Tickets available
1	Plan and prepare your front page and mind maps for your new project Film and Theatre. Research at least 4 artists, designers or photographers relating to them, write why you have chosen them and how they will create samples from them. Rrememer to look up the designer of the film and theatre from the choice you have: Greatest Showman, Lion King, Alice in Wonderland and Wicked - this list is not exclusive or conclusive so finding other artists is very important as well. You can begin to create samples of their work if you have the capacity at home to do so. Remember to look at different versions of the productions as well and that this is about 3-d and construction, so the shaping and styles of the costumes are very important. Experimentation is key.	1

ART

Task(s)		Golden Tickets available
1	You should take 5 -10 photos on each one of these topics: (collection) (junk) (inside, outside) and (emotions). You need to print out the photos and create an artwork in any media from one of your photos.	1

PRODUCT DESIGN

Task(s)		Golden Tickets available
1	Produce a series of initial design ideas based on research carried out. You should produce 4 different design ideas and annotate using ACCESSFM. Designs can be drawn by hand or by using 2D Design or Sketchup. A PowerPoint with further details has been added to Arbor.	1

VOCATIONAL KS4 HOSPITALITY

Task(s)		Golden Tickets available
1	To complete revision tasks on BBC Bitesize 3 x a week: www.bbcbitesize.co.uk	1
2	To complete Exam paper on Arbor. Students will be asked for this on their return after the summer break	1